

Pupil premium strategy statement

1. Summary information					
School	SPENNITHORNE PRIMARY SCHOOL				
Academic Year	2016/17	Total PP budget	£2640		
Total number of pupils	31	Number of pupils eligible for PP	0	Date for next internal review of this strategy	SEPT 17

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	NA	NA
% making at least 2 levels of progress in reading	NA	NA
% making at least 2 levels of progress in writing	NA	NA
% making at least 2 levels of progress in maths	NA	NA

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Progress from starting points
B.	Poor phonic knowledge and acquisition
C.	Lower oral language skills
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
A.	Attendance rates for farming pupils is lower than others. This reduces their school hours and causes them to fall behind.
B.	Different non-academic aspirations of certain families

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils	Pupils in Reception make rapid progress by the end of the year so that all pupils achieve GLD

		Opportunities to carry out individualised speech and language programmes and interventions when required.
B.	Higher rates of progress across KS1 and 2 from starting points	Pupils eligible for PP identified as higher ability pupils make as much progress as other pupils identified as higher ability. Measured by Y3 – 6 assessments in R W M
C.	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils to 5% or below. Overall whole school attendance improves from 94% to 96%

5. Planned expenditure and targeted support					
Academic year		2016/17			
This enable us to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A. Improved oral language skills in Reception/KS1	Talk for writing Small group targeted speech and language support Additional adult support	Invest PP funding into longer term change which will help all pupils. Evidence suggests early years intervention (+5) and oral language intervention (+5) will enable our pupils to make accelerated progress. Guided by the research from NFER cited in Ofsted 2014 report on PP progress we firmly believe we have high aspirations for all our pupils where all receive high quality teaching and support.	Continue to use targeted speech and language support in all classrooms Staff training session for all staff Planned interventions from RW/AR/	RW AR	Sept 17
B. Improved progress for pupil premium pupils	Effective use of TA support in both KS1 and 2 to provide quality teaching support and intervention linked to careful data analysis. SL to analysis data through TT to help to raise standards. Introduction of purple mash across the school.	Teachers use data well to address under-performance but TT also gives us a gap analysis. I am wanting the SL to also have an overview of these weaknesses so that they can be tracked Purple mash will encourage more children to access literacy and numeracy based facilities during both school and home time to aid and support progress . Staff are deployed effectively (NFER research)	Overview of Purple Mash usage. Data analysis of children who have received intervention and impact at has had. Targeted additional adult support in every classroom	RW AB/DF	Sept 17
D.Improved phonic knowledge acquisition	Effective teaching on phonics across a mixed year group class	Teachers plan at least 2 phonics lessons for different abilities. Children are progressing in the literacy skills and are making expected progress or more linked to careful tracking	Purchase additional phonic reading books Reading workshops in KS2 focuses on grammar and spelling – Data analysis of TT and Rising Stars to show	ALL	Sept 17

	Phonics intervention is delivered in KS2 when necessary Children's spelling skills are in line with national expectation	Children are supported in learning common exceptional words as well as HFW	that more people are achieving expected levels in spelling and reading		
Total budgeted cost					£2640

6. Review of expenditure				
Previous Academic Year		2015/2016	£2460	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved pupil progress scores	TA additional hours to fund intervention support Success @Arithmetic TA training on higher level questioning	SEN pupil made +10pts progress from KS1 to KS2 across RWM 60% of children who undertook programme, achieved expected level Improved scores in inference and deduction in some year groups	How can these children be supported once the programme has ended? How can we develop this across all year groups?	
Access to all school activities for all learners	Funding for residential trips for pupils	Development of social skills and team work – opportunity to develop independence		

Catch up	Catch up Maths intervention - KS1	In Year 2 PP pupils made outstanding progress in maths (4.1 steps) End of KS1 outcomes in maths resulted in 65% of pupils overall meeting the expected standard with 40% of PP pupils from a baseline of 0. The % of Year 1 PP pupils meeting ARE at end of 2016 was 28% and in Year 2 this was 40% both from a baseline of 0.	To continue with catch up maths - focus on Year 2 target group	£3,000
To improve end of KS1 outcomes 2016	Target support for Year 2 SATs group including HLTA after school support	End of KS1 outcomes showed the gap was narrowing rapidly between PP and non PP pupils. Progress in Reading, Maths and SPAG was outstanding for PP pupils (exceeding 4 steps) By end of KS1 40% of PP pupils meeting the end of year expectations in maths and reading from very low baselines	Progress in writing less rapid. Consider focus for assessed pieces in writing in future. 59% of pupils are at the top end of developing ready to tip into secure Year 2 at the start of Y3	£3,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

- As a small school, our cohorts are very small and slight variations can caused significant results swings
- We have higher than average levels of absence as many parents work in the tourism or farming industry and request leave in term time.
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